

**THE INFLUENCE OF USING RAFT (Role, Audience, Format,
and Topic) STRATEGY TOWARDS STUDENTS WRITING
PROCEDURE TEXT ABILITY AT THE NINE GRADE OF
SMPN 9 KRUI AT SECOND SEMESTER IN ACADEMIC
YEAR OF 2020/2021**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

By

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ABSTRACT

THE INFLUENCE OF USING RAFT (Role, Audience, Format, and Topic) STRATEGY TOWARDS STUDENTS WRITING PROCEDURE TEXT ABILITY AT THE NINE GRADE OF SMPN 9 KRUI IN ACADEMIC YEAR OF 2020/2021

The purpose of this research was to know whether there was a significant influence of using RAFT Strategy towards students' writing of procedure text at the nine grade students of SMPN 9 Krui in the academic year 2020/2021. Writing ability on procedure text is a students' ability a kind of text which is designed to demonstrate how something is completed through a sequence action or steps.

In this research methodology used was quasi experimental design with pre-test and post-test. The population of this research was the nine grade students of SMPN 9 Krui. The samples of this research were two classes consisting of 15 students for experimental class and 16 students for control class. The instrument of this research was a writing test. After conducting the pre-test and post-test, the researcher analyzed the data using SPSS Statistic.

Then the result was consulted to the level of significance. In this case, the level of significance was 0.05. From the analysis, the score of Sig (2-tailed) or Sig. (pvalue) was lower than $\alpha=0.05$ so H_0 was rejected. It could be concluded that Raft Strategy could influence the students' writing procedure text ability at nine grade students of SMPN 9 Krui in the academic year 2020/2021.

Keywords: *Procedure Text, Quasi Experimental Design, RAFT Strategy, Writing Ability.*

DECLARATION

I hereby state that this thesis entitled “The Influence Of Using Raft (Role,Audience,Format,and Topic) Strategy Towards Students Writing Procedure Text at the Second Semester of the Eighth Grader of SMPN 9 Krui in Academic Year of 2020/2021” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, 2021

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MOTTO

وَجَعَلْنَا مِنْهُمْ أَئِمَّةً يَهْدُونَ بِأَمْرِنَا لَمَّا صَبَرُوا وَكَانُوا بِأَمْرِنَا يُوقِنُونَ ﴿٢٤﴾

24. And we are among them leaders who guide by our command when they are patient. And they are from our verses



DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always gives me hopes that I can not even imagine to finish this thesis.
2. My beloved parents, Mr. Iswadi and Ms. Roslaini who always pray, support and guide me to be successful in my study and in my life.
3. My beloved sister, Yulyanah Raninda Elvaryani and brother, Yoga Arya Anggara who always motivate me to succeed.
4. My beloved almamater, UIN RadenIntan Lampung which has contributed a lot to my development.

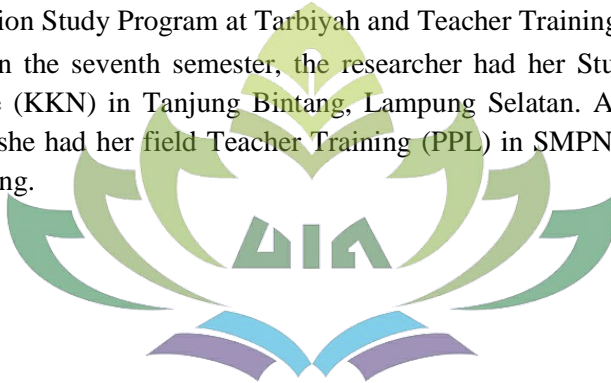


CURRICULUM VITAE

Resti Mewasari was born in Sumber agung on November, 19nd 1997. Resti is the first child of Mr. Iswadi and Ms. Roslaini. She has one younger sister, yulyanah raninda elvaryani and one younger brother, Yoga Arya Anggara.

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In the seventh semester, the researcher had her Student Study Servise (KKN) in Tanjung Bintang, Lampung Selatan. After having KKN, she had her field Teacher Training (PPL) in SMPN 25 Bandar Lampung.



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Bandar Lampung,
The Researcher,

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TABLE OF CONTENT

COVER	i
ABSTRACT	ii
DECLARATION	iii
MOTTO	iv
DEDICATION	v
CURRICULUM VITAE	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	viii
LIST OF TABLE	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv

CHAPTER I INTRODUCTION

A. Background of the problem	1
B. The identification of the problem.....	5
C. Limitation of the problem	5
D. Formulation of the problem	5
E. Objective of the Research	6
F. Significance of the Research	6
G. Scope of the Research.....	6

CHAPTER II Review of Related Literature

A. Concept of Writing	7
1. The Definition of Writing.....	7
2. Concept of Writing Process	8
3. Concept of writing Ability	9
B. Concept of the Text	11
a. Definition and Kind of Text.....	11
b. Concept of Procedure Writing Ability	13
1. Definition of Procedure text	13
2. Concept of Procedure Writing Ability	15

C. RAFT Strategy	16
1. Definition of RAFT Strategy	16
2. Procedure of Role Audience Format Topic (RAFT) Strategy	18
3. The example of RAFT writing Procedure Text	19
4. Advantages Raft strategy	20
5. Disadvantages of RAFT Strategy	20
D. Teaching Procedure Text Writing Using RAFT Strategy	21
E. Concept FeedbackStrategy	22
a. Definition of feedback Strategy	22
b. Types of Feedback Strategy	23
F. Relevant Study	25
G. Frame of Thinking	26
H. Hypothesis	27
CHAPTER III METHODOLOGY	
A. Research Design	29
B. Variables of Research	30
C. Operational definitions of variables	31
D. Population, Sample, and Sampling Technique.....	31
E. Data Collecting Teeqnique.....	32
F. Research instrument	34
G. Research Procedure	34
H. Scoring procedure.....	36
I. Validity, Reliability, and Readability of Test	39
1. Validity of the test	39
2. Reability of the test.....	40
3. Readability of the test	40
J. Data Analysis	40
CHAPTER IV RESULT AND DISCUSSION	
A. Description of the Research	43
B. Result of The Research	44
1. Result of Pre-Test	44

2. Result of Post-Test	45
C. Analysis of the Data.....	47
1. Normality Test of the data	47
2. Homogeneity Test of the data.....	48
3. Hypothetical Test	49
D. Discussion	53
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	55
B. Suggestion	55
1. For the Teacher.....	56
2. For the Students	56
3. For the School	56
4. For Other Researchers	56
REFERENCES.....	57
APPENDICES	63



LIST OF FIGURES

Figure 1 the Resultof Pre-Testin Experimental Class	44
Figure 2 the Resultof Pre-Testin Control Class	45
Figure 3 the Resultof Post-Testin Experimental Class	46
Figure 4 the Resultof Post-Testin Control Class.....	46



LIST OF APPENDICES

Appendix 1 Experimental Class Students.....	64
Appendix 2 Control Class Students.....	65
Appendix 3 the Interview of the Teacher	66
Appendix 4 the Interview for the Students	68
Appendix 5 the Interview for the Students	69
Appendix 6 Writing Test for Pre-Test.....	70
Appendix 7 Writing Test for Post-Test	71
Appendix 8 Expert Validation Form	72
Appendix 9 Syllabus	73
Appendix 10 Lesson Plan for Experimental Class.....	89
Appendix 11 Lesson Plan for Control Class.....	114
Appendix 12 Readability of Writing	138
Appendix 13 the Result of Readability Test.....	139
Appendix 14 the Analysis of the Students' Score of Writing Pre-Test in Experimental Class.....	141
Appendix 15 the Analysis of the Students' Score of Writing Post-Test in Experimental Class.....	142
Appendix 16 the Analysis of the Students' Score of Writing Pre-Test in Control Class	144
Appendix 17 the Analysis of the Students' Score of Writing Post Test in Control Class	146
Appendix 18 Result of the Research	148
Appendix 19 Result of Reliability Test	157
Appendix 20 Test of Homogeneity of Variances	161
Appendix 21 the Result of Hypothetical Test.....	162
Appendix 22 Documentation.....	163
Appendix 23 Sample of Students Pretest in Experimental Class.....	167
Appendix 24 Sample of Students Posttest in Experimental Class ..	169
Appendix 25 Sample of Students Pretest in Control Class	170
Appendix 26 Sample of Students Posttest in Control Class	172

CHAPTER I

INTRODUCTION

A. Background of the problem

Writing is one of language skills instead of listening, speaking, and reading that must be mastered by English learners. The practice of writing has become something important because writing covers grammatical complexity. They have to be able to express their thoughts in writing to develop their thoughts in writing to develop their idea, and make readers are interested when their writing read. Douglas states that writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive.¹ It means that in order to communicate in English, writing is one of the language skills used by people through written form to transfer information and knowledge to others.

Writing is one of the most significant cultural accomplishments of human being. It allows us to record and convey information and stories beyond the immediate moment. Because writing good ways to communicate.² It means writing is a good process of communication by writing we can convey what we want to convey by expressing it by writing good and true.

Writing is skill which must be taught and practiced.³ It means that writing is a process that's learned and practiced by students. Writing is a way of communication or how people can express their idea, transform the idea into written. From the definition above, the researcher concluded that writing is a skill to express ideas, experiences, and feelings through writing.

¹ H.Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (2nded) (San Fransisco: Longman, 2000),p.337

² Hendry Rogers. *Writing systems :A linguistic Approach. (oxford: Blackwell Publishing:2005)*, p. 1

³ Patel M F, Praveen M. Jain, *English Language Teaching* (Jaipur: First Publisher,2008) p.25

Meanwhile, in real condition we know that the portion of writing in learning and teaching process in some school is little and also the students feel difficult to express their ideas in written form because writing is mixture idea, vocabulary and grammar. According to Heaton, that writing skill are more complex and difficult to teach, requiring and mastering not only of grammatical and rhetorical devices but also conceptual and judgment. Therefore, the researcher concluded that there are many problem in writing, such as the students find difficult to develop their ideas in written form, then students lack mastery not only in of vocabulary, grammatical, and rhetorical but also conceptual and judgment in writing.⁴

Based on preliminary research from the class IX of SMPN 9 Krui. The interview by themiss ledya, S.pd an English teacher to got the problem about the students writing ability. She said that that difficult aspect of teaching writing procedure text such as grammar and vocabulary. She also said that the students feel difficulty to understand generic structure about text. It indicates that most students still difficulties in writing procedure text.⁵ In doing preminary research the researcher got the data of writing score. It can be described in table 1.

Table 1
The Students' Score of Procedure Text Writing Ability

NO	Class	Score		Number of Students
		≥ 75	< 75	
1	IXA	7	8	15
2	IXB	5	11	16
Total		12	19	31
Percentage		38.7%	61.3%	100%

Source: The Score Data from English Teacher at nine Grade of SMPN 9 krui.

⁴ J. B Heaton, *Writing English Language Test* (New York Longman, 1988), p.135

⁵ Miss. Ledy, interview and English Teacher, SMP N 9 Krui.

Based on the table above, it can be seen that there are two classes at nine graded of SMPN 9 Krui. They are IX.A and IX.B. In IX.A, there are 7 students who have passed the minimum mastery criteria and 8 students who did not pass it. While in IX.B there are 5 students who have passed the criteria and 11 students who did not pass it. The total amount of students is 31 from two classes. Based on this result, it can be concludes that the percentage of students who have passed the minimum mastery criteria is 38.7 while the students who did not pass the criteria is 61.3%. It is clear that the students have lack of writing skill and still need to be improved.

Based on interview by the students found some factors of students problems in learning English especially writing procedure text.(1) Most of students do not like English because they feel English is boring.(2) The students did not feel interested and enjoyable when learning the material they felt difficult in mastering vocabulary.⁶ Besides the students writing ability which was still considered low, the students also do not interest in doing task during teaching and learning process since writing activities are not interesting.

The English teacher in SMPN 9 KRUI used feedback strategy to teach the students in the class.this strategy not interesting for students in learning English writing, because this strategy make students boring to fast and the students find the difficulties to express the idea in making procedure text. In this strategy the teacher and students must talk more active to make teaching learning process will be effective. The effectively of the students in teaching learning process will very important in this strategy.Considering those problems and the need to help students to overcome those problems, the strategy was the teacher use teacher should create and think of effective way to motivate and stimulate students in order they can be more excited in following learning process in the classroom. Raft strategy is one of guided writing that can be applied in teaching writing and can be used to

⁶ Amanda, Adi students of classes 9a & 9b, at SMPN 9 Krui 26 November 2020 .An interview

improve students writing competence. This strategy can help students understand their role as a writer, the audience they were address, the varied formats for writing, and the varied topic they were writing.⁷

Previously, by Yana Ariyanti, she used RAFT strategy to improve descriptive writing. She found an interesting teaching and learning process. The students felt enjoy and they were easily develop their ideas in paragraph.⁸ It means the researcher is interested in using the RAFT strategy that the students should master.

The next previous research YoesisIkaPratiwi, the used of raft strategy in teaching writing procedure text. The researcher comes to these following conclusions. Based on the research, it was concluded that:⁹ The implementation of raft strategy could improve the students' procedure text writing ability. It could be seen from the gain of the students' writing meanscore in the pretest and the posttest (61.61 to 77.43) and the statistical report; in addition, the use of RAFT strategy could also improve the students' skill in five aspects of writing namely, content, organization, vocabulary, language used, and mechanic by seeing the analysis of the students' works in the posttest in each aspect. By using RAFT strategy, it might be easy for students to express their ideas because this strategy provided opportunities for the students to demonstrate their understanding of a topic. The problem of the students could be they lack of English vocabulary and it caused them felt difficult to put their ideas about the topic. The students had many ideas in their thoughts; nevertheless, when they tried to transform them into words, it might be hard for them. It means that the researcher got learning to influence students in

⁷ Santa, C. M., et al., 1988. *Content reading including study systems: Reading, writing, and studying across the curriculum*. Dubuque, IA: Kendall/Hunt.

⁸ Yana Riyanti, *Improving students' Descriptive Writing Through Role, Audience, Format, Topic (RAFT) Strategy* (A Classroom Research in the Seven Grade of SMP Paramarta jombang 2015/2016 Academic Year), University Syarif Hidayatullah, (access on Wenesday, November 24 2017)

⁹ Yoesiska ika pratiwi *the use of raft strategy in teaching writing procedure text at the second grade of SMAN 3 Bandar Lampung* .

the teaching and learning process of writing. The students were active, enthusiastic and interested in writing. It means that the researcher got learning to influence students in the teaching and learning process of writing the students were active, enthusiastic and interested in writing.

Based on the statement did a research about the students' writing ability in procedure text writing and this paper in entitled: the influence of using RAFT strategy toward students writing procedure text ability at the nine grade of smpn 9 krui in academic year of 2020/2021.

B. Identification of the problem

Based on the background of study, the researcher identified the problem as follow:

1. The students found difficulties to express their ideas in writing procedure text.
2. The students were still low in vocabulary mastery and grammar.
3. Students have a low motivation in writing, they are confused to start their writing and students spelling are still low.
4. Students' interest and understanding of writing is still low.

C. Limitation of the problem

Based on preliminary research of the problem above, the researcher focused on the influence of using Raft (Role, Audience, Format, and Topic) strategy towards students writing procedure text ability.

D. Formulation of the problem

Based on the background above, the problem that came up in this research formulates as follow: Is there any significant influence of Using Raft Strategy toward students' Writing ability in procedure text at the nine grade students of SMP Negeri 9 Krui?

E. Objective of the Research

The objectives of the research is to know whether there is a significance influence of using RAFT (Role, Audience, Format, and Topic) Strategy towards students writing procedure text ability at the nine grade of SMPN 9 Krui in academic years 2020/2021.

F. Significance of the Research

The researcher that there were some uses of the research as follows:

1. **Theoretically**, it may supported the theory that role, audience, format, topic (RAFT) can be applied to writing ability especially procedure text.
2. **Practically**, it may supported to teaching writing especially procedure text by using role, audience, format, topic (RAFT).
3. **For the teacher**, to provide information to all English teachers about the procedure of teaching procedure text writing ability through role, audience, format, topic (RAFT) strategy.
4. **For students**, to identify the influence of the students after being taught through (Role, Audience, Format, Topic) RAFT strategy.

G. Scope of the Research

The scope of the research as follows:

1. Subject of The Research
The subject of this research was the students at nine grade of SMPN 9 Krui in the Academic Year of 2020/2021.
2. Object of The Research
The Object of this Research was the influence of using RAFT strategy toward students writing procedure text ability.
3. Time of the Research
The Time of this research conducted at the second semester of nine grade at SMPN 9 Krui in the Academic Year of 2020/2021.
4. Place of The Research
The Place of this Research conducted at SMPN 9 Krui.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Writing

1. Definition of Writing

Writing is a skill in which we express the ideas, feeling and thoughts arranged in word, sentences and paragraphs using eyes, brains, and hand.¹⁰ It means writing is the ability to express the idea and thought on their mind in writing. Phelps explains writing as an activity in processing, interpreting, and evaluating information and putting it in logical, coherent, and well-responded arrangement. In producing writing, a writer may hold a thinking activity which enable him to put a word in a paper. A writer used knowledge of structure and vocabulary to combine his ideas as a mean of communication. Furthermore, Linderman states that writing is a process of communication that uses conventional graphic system to convey a message to readers.¹¹

Writing has been a means of communication which must be as communicative as speaking nevertheless, the way of communication makes it different between them. Writing is also social because it is a social artefact and is carried out in a social setting. What we write, how we write and who we write to is shaped by social convention and social interaction weight in Ahlens and Lundh.¹²

When someone expresses about his ideas. He clarifies his thinking. He can communicate his idea through written form such as letter, message, or invitation for communication. Writing is a language skill which is used for indirect communication.¹³ However, producing a written form is not an instant but it needs a

¹⁰ Raimes.2021. The power of strategy instruction. Available at ninchy.org/research/learning_strategy. Accessed on October 7, 2015

¹¹ Liderman, G. Erika. 1983. What is writing: A Rethorical for writing Teachers .Chicago: the University of Chicago Press.19

¹² Ahlse EmelleandLundh, Nathalie. *Teaching Writing in Theory and Practice* .Stockholm: Stockholm Institute of Education. 2007.

¹³ Tarigan, Guntur. *Menulis Sebagai Suatu Ketrampilan Berbahasa*. Bandung: Penerbit Angkasa.1987.

process, also. The writer should think first then he can conduct a text in conducting a written form. A writer should concern some efforts such as selecting, adding, revising, and rearranging the words or sentences to produce an acceptable text. Moreover, Homstad and Thorson state that writing has commonly been viewed as a support skill, used to reinforce the acquisition of grammar.¹⁴ Writing proves how much someone acquires and learns about grammar, moreover, he or she is able to apply that in a written form. Writing encourages thinking and learning therefore, it depends on the thought of the writer and the knowledge of grammar.

Based on the statement above, the researcher confirms that writing is a very complex process that encourages thinking and learning to explore thoughts and ideas also, it is communicative. Creating a written text can be said difficult because a writer should concern with grammar also, he should consider the aspects of writing.

2. Concept of Writing Process

Writing is a process to express and put on the ideas through in a written form. In addition, Harmer said, that writing is a process goes through many steps. It can be said that when we were trying to write something, we need some steps. From the statement above, it can be said that writing is not an instant process. There are some stages of writing based on Harmer, there are:

a. Planning

Experience researcher plan what they are going to write. Before starting to write or type, they try and decided what it is they are going to say. For some writer, this may involved making detail notes. When planning, researchers have to think about three main issues. In the first, place, they have to consider the purpose of their writing, the audience they are writing for, and the content structure.

¹⁴ Homstad, Torild and Thorson, Helga. *Writing Theory and Practice in the second Language Classroom: A Selected Annotated Bibliography*. Minneapolis: University of Minnesota. 1994.

b. Drafting

We can refer to the first version of a piece of writing as a draft. As the writing's process into editing, a number of drafts may be produced on the way to the final version.

c. Editing (reflecting and revising)

Once researchers have produced a draft, usually they read the text to know whether there is something that must be added removed or not. After that, they make a new paragraph.

d. Final version

Once the researchers has edited their draft, making the changes they consider to be necessary, they produced their final version.¹⁵

Based on the explanation above, the researcher concludes that the process of writing consists of some parts. They are planning, drafting, editing final version. The first planning is the process of planning a sequence of rational sequences in planning. The second drafting is the first version of a piece of writing. The third is editing is checking the writing and mistake carefully in grammar, word choice, verb forms, punctuation, and spelling. The last, final version is making the change they consider to be necessary, they produce their final version.

3. Concept of Writing Ability

Writing is described as difficult skill because there are some aspects include in written work. In writing, the writer not only focuses in expressing idea but also the writer must understand about language aspects. Raimes said that writing also reinforces the grammatical structures, idioms, and vocabulary.¹⁶ Thus, writing is the ability to express idea that writer will used knowledge of grammatical structures and vocabulary to express the idea in written form.

¹⁵ Jeremy Harmer, *How to Teach writing*, (New York: Longman, 2009), p.4

¹⁶ Ann Raimes, *Technique in Teaching Writing*, (Oxford: Oxford University Press, 1983), p. 3

Writing is not a short activity. It needs some processes to create written work. Yi said that writing ability as the ability to initiate and involve ideas then used certain revising and editing practices to develop them maturity in a given context.¹⁷ Hence, writing is a process in which the students are encouraged to have ability for initiating and involving their ideas then revise and edit their written work.

From those theories it can be concluded that the students should pay attention on their writing ability if they want to produce good written work. To know students' writing ability, the teacher should make a decision what kind of aspect or indicator that will be used to measure and evaluated students' writing ability. In this case, the Tribble scale assessment was used to measure and evaluated students' writing ability. There are five aspects to measure writing proposed by Tribble as follows:

a) Content

Content is about the ideas that is used by the students to elaborated the topic. This aspect consider whether the ideas is relevant to the topic or not, whether the ideas is detail or not, and whether the students use much varieties of ideas or not.

b) Organization

This aspect considers how the students organize their ideas. It is related to coherence and cohesion.

c) Vocabulary

This aspect is related to how the students choose the word/idiom and whether the students use many vocabularies or not.

d) Language

This aspect considers about grammar and structure such as agreement, tense, number, word order, article, pronouns, and preposition.

¹⁷ Jyi-Yeon Yi, "Defining Writing Ability for Classroom Writing Assessment in High Schools", *Journal of Pan-Pacific Association of Applied Linguistics*, Vo. 13, No. 1, 2009, p. 60

e) Mechanics

This aspect is related to used spelling, punctuation, capitalization, and layout.¹⁸

Based on the theory, we know that when the writers want to construct their writing, they have to follow aspects of writing ability. So, their writing will be good and then the reader can understand what they read in writer's writing. Furthermore, the aspects of writing has five components such as content, organization, vocabulary, language and mechanic. Consequently, the writers have to understand about aspects of writing ability before they write.

B. Concept of Text

a. Definition of Text

The text has a structure, they are orderly grammatical of word, clauses, and sentence. The following grammatical rules writers can encode a full semantic representation of their intended meanings.¹⁹ Further, language is always produced, exchanged or received as a text that is language as a system of communication is organized as cohesive units we call texts.²⁰ Therefore the text is used as a communication by the researcher by using an orderly grammar structure of words, clauses and sentence.

The text structure is how to produce and interpret a unified and coherent text and how to select and used the correct grammatical aspects a certain unified and coherent text.²¹

¹⁸ Christopher Tribble, *Language Teaching Writing* (New York:Oxford University Press, 1996), p.130.

¹⁹ Ken Hayland, *Teaching and Researching Writing* (2nded) (edinburgh Gate: Pearson, 2009), p.8

²⁰ Peter Knapp and Megan Watkins, *Genre, Text, Grammar:Teachnologies for Teaching and Assesing Writing* (Sydney: University of New south Wales Press Ltd, 2005), p.29

²¹ SanggamSiahaan and Kisno Shinoda , *Generic Text Structure* (Yogyakarta: Grahallmu,2008),p.3

Based on the statement above, it can be inferred that a good text is a text that relates with the theme, use correct grammatical and generic structure appropriate with the text.

Kinds of text

In the English syllabus for junior high school there many kinds of the text that are taught in junior high school. They are narrative, recount, procedure and descriptive text.

1. Narrative

Narrative text is a piece of text which tells a story to entertain and inform the reader or listener.²² The generic structure of the narrative text is orientation, complication, evaluation, and resolution. While the language feature as follows focuses on specific participant, used past tense, used time connective and conjunction used saying verb. The examples of narrative text are malin kundang, Cinderella.

2. Recount

Recount text is a piece of the text that retells past event usually in the order in which they happened.²³ The generic structure is orientation, a record of event and reorientation. While it language features are focuses on the participant, used time connective and conjunction, used past tense, and adverb phrases.

3. Procedure

Procedure text is instruction on how to make something through a sequence of steps. The purpose of the procedure text is to describe how something is accomplished through a series of actions or steps.²⁴ The language feature of often imperative, use names of temporal conjunction or numbering to indicate sequence, and used mainly of materian process. The example of procedure text is how to make fried rice, how to make a sandwich, how to make an omelet.

²² Ibid, p.8

²³ Ibid, p.16

²⁴ Ibid, p.51

4. Descriptive

The descriptive text describes a particular person, place, or thing.²⁵ Generic structures of the descriptive text are identification and description. Identification identifies phenomenon to be described, and description describes part qualities and characteristics. The language feature of descriptive text focuses on specific, participants, used of adjectives and used of simple present tense. The example of descriptive text such as describes people an artist, teacher.

Based on the explanation above, it can be concluded that there many kinds of texts in teaching writing for a student of Junior High School and eac student must be able to understand the generic structure and language feature of the texts. In this case, researchers only focus on the ability to write students' procedure texts. The researcher find the problems of writing procedure text on the junior high school.

b. Concept of Procedure Text

1. Definition of Procedure Text

Procedure text is one of monologue texts that must be learnt by the students. As quoted by Hastomo, Anderson states that procedure text is a piece of text type to explain how something can be done. He also quotes Derewianka who believes that procedure text is a kind of text which is designed to demonstrate how something is completed through a sequence action or steps.²⁶

Aimah quotes Anderson and Anderson who say that procedure text means a piece of text that gives us instruction for doing something.²⁷ The purpose of this text is to explain how

²⁵ Peter Knapp and Megan Watkins, Gendre, Text, Grammar: *Teachnologies for teaching and Assessing Writing* (Sydney: University of New South Wales Press Ltd, 2005), p.98-99

²⁶ Hamidi, Ahmad and Adnan, Aryuliva. *Teaching Narrative Text by Using Diected Inquiry Activity (DIA) Technique at junior High School*. Padang: state University of padang. 2013.

²⁷ Aimah, Siti. *Demonstration as a Medium in the Teaching of Writing Procedure Text an Action Research Conducted in The Seventh Grade of SMP Agus Salim Semarang In the of 2008/2009*. Available online at

something can be done such as direction, recipes, instruction, and manual. Anderson and Anderson state that the generic structure of a procedure text contains:

- a. An introduction statement that give the aim or goal. This may be the title of the text or on introductory paragraph.
- b. A list of materials that will be needed to complete procedure. This may be alist or a paragraph. This step may be left out in some procedures.
- c. A sequence of steps in the order they need to be done. Numbers can be used to show first, second, third, and so on. The order is usually important; such words as now, next, and after this can be used. Usually the steps begin with a command such as add, stir, or push.

While there are some linguistic features of a procedure text and those are: the use of technical language; sentences that begin with verbs and are stated as commands; the used of time words or numbers that tell the order for doing the procedure; the used of adverbs to tell how the action should be done.

In short, procedure text is a piece of text type to explain how something can be done through a sequence actions or steps. In addition, it uses detail information about the materials and commands which guide readers to complete the steps. This kind of text can also be said as directions, instructions, and manuals.

The Example of Procedure Text

HOW TO MAKE FRUIT ICE

Material

- Mango
- Avocado
- Sugar water
- Milk
- Ice
- Apple

- Strawberries
- Wine
- Jackfruit

Steps

First, Cut the fruit round or dice. Then, Scratching the flesh of a melon. Then, Boil sugar with water until cooked for about 30 minutes. Next, Put in serving glasses that have been cut round pieces or dice. Then, to taste pour the sugar water, put ice cubes and put milk on ice fruit. Last, put the decorations on the glass with a piece of strawberry on it.

2. Concept of Procedure Writing Ability

Many say that writing is a very difficult skills, writing must have patience, thoroughness and concept. Jozsef stated that writing is the most complex human activity involving the development of design idea, capturing the mental representation of knowledge, and experience with the subject.²⁸ It means, we must have the ability to express our ideas and our writing should be clear. This is necessary so readers can receive information clearly. In writing there are several aspects that must be attended by the writer in order to write well.

Asccording to Tribble, writing has some components that must be own by the writer in order to write well. The components are: Content, Grammar, Organization, Vocabulary, Mechanic.²⁹

Writing ability is one of the most important skills to be mastered. If we can write well, then we can communicate effectively. The reader can get information from the author about something that is explained in writing.

Based on the above explanation, it can be concluded that the writing ability is the ability to communicate or express ideas and thought on a written form that fulfill the five components of

²⁸ Horvath jozsef, Advanced Writing in English as A Foreign Language, (New York:Lingua Franca Crosport, 2001),p.5

²⁹ Christopher Tribble, Language Teaching Writing, (London: Oxford University Press,1996), p.130

writing the contents of conclusions, organization, vocabulary, language, and mechanics effectively.

C. Concept of RAFT Strategy

1. Definition of RAFT Strategy

RAFT is an acronym of a structures strategy that can be used to guide students' writing. The teacher can use (RAFT) strategy to show students writing skills. It combines different elements of writing which include imagination, creativity, and self motivation. RAFT strategy involves writing assignment with full of imagination, creativity and motivation.³⁰ It means that the students will develop their ability in writing by expressing their idea clearly and effectively in a certain form and for the audience that they choose as their target. RAFT is first introduced by Carol Santa 1988.

Each element in Raft can be explained as follows:

- 1) Role of the writer: What is the writer role?
- 2) Audience: Who will read the writing?
- 3) Format: What is the best way to present this writing? In what format are you writing?
- 4) Topic: Who or what is the subject of this writing?³¹

RAFT is the acronym of R (Role of the writer), A (Audience to whom the product is being directed), F (format of the product being created), and T (Topic of the product). There are some reasons which support the use of this strategy. This strategy addresses teacher to concern with student writing, moreover, it is a strategy for creating differentiated performance tasks and originally developed to help teachers think about and plan for

³⁰ Doeng Buehl, *Classroom Strategies for Interactive Learning*, (4thed) (New York: International Reading Association, 2014) p.173

³¹ Strategy Guides: *Using RAFT Strategy*, Retrieved from <http://www.readwritethink.org/professional-development/strategy-guides/using-raft-writing-strategy-30625.html> on June 27th, 2019.

teaching different kind of writing santa,as quoted by Doubet and Hockett.³²

They believe that RAFT is a flexible strategy that can be used to design sense making activities, jigsaw, homework tasks, or summative assessment also the best RAFT have clear knowledge, understanding, and skill goals. A RAFT activity infused a writing assignment with imagination, creativity, and motivation. It involves writing from a viewpoint other than that of a student, to and audience other than the teacher, and in from other than a standard assignment or written answers to question Buechl.³³

RAFT strategy is one of guided writing that can be applied in teaching writing and can be used to improve students writing competence.³⁴ This strategy can help the students understand their role as a writer, the audience they were address, the varied formats for writing, and the topic they were address, the varied formats for writing, and the topic they were writing about in order to do RAFT writing, students have to think critically about taking a new role, matching the audience to the role, create a format that would fit that role and cover specified topic from the content. It can be used in any content. It can be used in any area content area with equally delightful result. RAFT product can be used for assessment, class presentation, or portfolio projects or a creative response to content. Allen and Landaker state that:

“the creative student imagine many roles they can take as writers. Those give them idea of who the audience will be for their writing from each role perspectives. They are able to brainstorm possible

³² Doubet, Kristina J. Hockett, Jessica A. 2015. *Differentiate in middle and High School: Strategies All Learners*. Available online at <https://books.google.co.id/books> Accessed on February 18 .2016 at 5.19 p.m.

³³ Buechl, Dong. *Classroom Strategies for Interactive Learning*. New International Reading Association 2014

³⁴ Parilasanti, Ni Made Elis. 2014. *The effect of RAFT Strategy and Anxiety upon Writing Competency of The Seventh Grade Students of SMP Negeri 3 Mengwi in Academic Year 2013/2014*. Denpasar: University Pendidikan Ganesha

writing formats they agree that regardless of the role, audience and format they choose then, they will cover the topic point."³⁵

As quoted by Parilasanti, Groenke says that RAFT strategy can help students make connections between prior and new knowledge, and among interconnected concepts, and provides a context for thinking deeply about topic.³⁶ This strategy has potential to help students connect prior and new knowledge, to write in a rich context, and to develop literacy skills that will serve them far beyond the classroom in line with that statement. Flood as quoted by Alisa and Rosa said that RAFT strategy gives students a choice to consider earlier to drafting their work. First, they need to consider what is the role that they author will be when writing text. Second, they to consider their audience that they will address.³⁷ After that, they should think what the format of their writing is. The last one, they also need to think the topic for their writing.

The researcher focused on teaching writing procedure text and she used RAFT as a strategy. In short, RAFT strategy can be the guiding strategy which enables students focus about their written text by being aware of their role, audience, format of their writing and topic.

2. Procedure of Role Audience Format Topic (RAFT) Strategy

The steps to the procedure in Role, Audience, Format, Topic (RAFT) strategy in teaching writing of procedure text. According to Buehl, using RAFT strategy can be done as follows:

³⁵ Allan, Janet and Landaker Christine .2005 .*Reading history: A Practical Guide to Improving Literacy*. Available online at <https://books.google.co.id> Accessed on February 18, 2016 at 5.45 p.m.

³⁶ Parilasanti, Ni Made Elis. 2014. *The effect of RAFT Strategy and Anxiety upon Writing Competency* of The Seventh Grade Students of SMP Negeri 3 Mengwi in Academic Year 2013/2014. Denpasar: Universitas Pendidikan Ganesha

³⁷ Alisa, T.peby and Rosa, RNoor. 2013. *R.A.F.T as a Strategy for Teaching Writing Functional Textto Junior High School Students*. Available online at <http://jurnal.untan.ac.id/index.php/jpdpb/article/download/1164/pdf> Accessed on November 3, 2015 at 10.35 a.m

- a. Analyze the important idea or information that the teachers want students to learn from a story, a text book passage, or other classroom material.
- b. Brainstorming possible roles students could assume in their writing.
- c. After students complete the reading assignment, write “RAFT” on the chalkboard and list the role, audience, format, and topic for their writing.
- d. Make available sample authentic examples for a specific RAFT project for students to consult as they plan their writing.³⁸

3. The example of RAFT writing Procedure Text

Role of the writer: Who or what are you?

Audience: To whom is the written?

Format: What type of writing will used?

Topic: What is the subject of the writing?

Table 2

Role : teacher	Format :procedure text
Audience : students	Topic : How to make a student card
<p style="text-align: center;">HOW TO MAKE A STUDENT CARD</p> <p>Student card is an identification that must be owned by students in a school. This student card is a form of identity that the child is indeed a student from his school.</p> <p>Usually a student card is mendatory and carried when in the school environment. The following is an example of a complex procedure text for making student cards.</p> <ol style="list-style-type: none"> 1. Come to the school administration room. 2. Then tell the officer on duty that you want to make a student card. 3. Then you will be given a blank or a form. 	

³⁸ Doug Buehl, *Classroom strategies for Interactive Learning*, (4th ed) (New York International Reading Association, 2014) p. 173-175

4. Fill out the form completely and hand it back to the officer.
5. If the data is correct, you should be asked to enter the room to take a photo of the student card.
6. Just wait for the student card creation process to finish. This process takes approximately 2 weeks. You can take the student card at the officer again if it is ready.

4. Advantages Raft strategy

In Buehl, states that there are five advantages of RAFT strategy in teaching writing. Those advantages are:

- a. Students give more thoughtful and often more extensive written responses as they demonstrate their learning.
- b. Students are more active in processing information rather than simply answer to questions.
- c. Students are given a clear structure for their writing: they know what point to assume, and they are provided with an organizational scheme. Furthermore, the purpose of the writing is outlined clearly.
- d. Students are more motivated to do a writing assignment because the task involved them personally and allows for more creative responses to learning the material.

RAFT is a strategy that can be used to teach all content areas, including science, social studies, and math.

Based on the advantages of RAFT above, the researcher concluded that RAFT strategy can make the learners develops their idea and imagination when they write and turn them to be more creative writer. Moreover, they can explore as a writer, determine their audience, used certain format, and write something based on a given topic.

5. Disadvantages of RAFT Strategy

RAFT writing is rarely used and not familiar for students even for teachers. It must need much time for teachers to understand the concept and the procedure of this strategy before

applying it in the classroom. By mastering this strategy, teacher can utilize this completely based on its definition and procedure.

For students this RAFT strategy is not appropriate to elementary or beginner learners because the difficulty in understanding this strategy. Even for a intermediate learners, they must need more than two classroom meeting to understand until they can produce writing by using RAFT strategy.

D. Teaching Procedure Text Writing Using RAFT Strategy

In teaching teacher writing, teacher should not only focus on the student writing, but on the process that lead to the product. Beside, RAFT strategy in the classroom, teacher should guide students' in writing their procedure text that can follow these simple guidelines:

Show some examples procedure text that is not written by using RAFT strategy.

- a. Ask students about what is the type of writing they are seeing and the point of the text. It intent to know the students understanding about procedure text.
- b. Ask students about generic structures and language features of procedure text. If they do not get them all, teacher gives and explains them.

Before teaching how to write procedure text, explain to the students that there are some aspects should be considered before write including role, audience, format,topic .Tell them that they are going to construct their writing around these element.

Show them (in wrote the whiteboard) about those 4 elements like follows:

R: Role of the writer – who or what are you? Students, teacher

A: Audience – To whom is this written? Classmate, students, teacher

F: Format – What kind of form will be used? Procedure text

T: What is the subject of writing? How to make drink, How to make food, How to make something

- c. Display some other examples of Raft writing (see table 2)

- d. Decide the topic that will be written one set more than one topic and be sure that the topics can be described (it can be how to make drink, how to make food, how to make something) example How to make a student card
- e. After modeling one or more writing procedure text using Raft strategy to the students, ask them to writing procedure text using raft strategy.

E. Feedback

1. Definition

Feedback is therefore, as argued by Hyland, an inseparable, integral and central in language learning generally and in learning to write particularly. It is the input and means that provides writers with a set of information such as the reader's needs and expectations and whether students' writings have met such expectations and more importantly, it offers an additional layer of scaffolding to extend writing skill, promote accuracy and clear ideas, and develop an understanding of written genres.³⁹ Hyland and Hyland consider feedback is a key element of the literacy resources to participate in target communities.⁴⁰ Feedback occurs in a context of a particular kind (institutional, pedagogical) it appears between participants of particular identities (teacher/peer/learner) it is delivered by a particular medium (peer, conference, written comments) and it is designed to accomplish certain educational, pedagogical and social purposes. Hyland argues that the written feedback that teachers provide on their students' writing should be "more than marks on a page".⁴¹

- a. To inform writers as to whether their written products have conveyed their intended meanings.

³⁹ Ken Hyland, *Second language Writing*, (New York: Cambridge University Press, 2003), p.207.

⁴⁰K. Hyland and F. Hyland, *State of the art article: Feedback on second language students' writing*. *Language Teaching*, 39, p.77

⁴¹Ken Hyland, *op.cit*, p. 184.

- b. To give the students writer a sense of audience (their interests and expectations) and make them ameliorate their writings accordingly.
- c. To offer students and impetus for revision, for without comment from a critical reader, writes will feel no need to revise thoroughly if they ever think about revision.⁴²

Sommers who thinks that such comments constituted a challenge for teachers of writing since they have to address a number of issues such as, motivating students to revise and write their work using the feedback, targeting areas of failure in students' learning, and making students understand and incorporate teacher' suggestion in their writings:

The challenge we face as teachers is to develop comments which will provide inherent reason for students to revise, it is a sense of revision as discovery, as a process of beginning again, as starting out new, that our students have not learned. We need to show our students how to seek, in the possibility of revision, the dissonance of discovery to show them through our comments why new choices would positively change their texts, and thus to show them the potential for development implicit in their writing.⁴³

Correcting, by contrast is limited to and indication of that students fail to perform in different language aspects such as, grammar, syntax, concord. Hyland point out that for any feedback type to be effective, attention to what individual students want from and the used they make of it as condescending some want a response to ideas, others demand to have all their errors marked some use teacher commentary effectively, other ignore it altogether.⁴⁴

2. Types of feedback

Feedback consists of some types. One of them is teacher's feedback/correction. Feedback from teacher on students' writing

⁴²Nancy Sommers, Responding to student writing. College Composition and Communication, 33, 1982, p.156.

⁴³Nancy Sommers, loc. cit.

⁴⁴Ken Hyland, op.cit, p. 180.

could play a vital role especially in teaching process. In this case, teacher recognizes that teachers' feedback is essential element in helping students improve, and an essential part of the teaching process. It indicates that under teacher's feedback, students will know the appropriate of the language feature for their composition should be arranged and their composition will be better. There are two kinds of teacher's feedback they are direct and indirect feedback.

a. Direct feedback

Direct feedback is a technique of correcting students' error by giving explicit written feedback. While, indirect feedback is when the teacher/tutor alerts students to error using general comments, but gives students the opportunity to fix errors themselves.⁴⁵ Defines direct feedback is provided when the correct form is written on student's paper where as indirect feedback is provided if the teacher indicates the location of the error indirectly on the paper by underlining, highlighting or circling, or indirectly by indicating in the margins that there is an error on that line but without providing the correct form.⁴⁶

b. Indirect feedback

Indirect corrective feedback involves indicating that the student has made an error without actually correcting it.⁴⁷ In other words, indirect corrective feedback emphasizes the role of students in understanding and correcting their errors rather than being provided with the corrections. Indirect feedback is applied by underlining students' writing error so that students understand that there are a problem that should be fixed. Teachers are may used lines, circles or highlighting to indicate the location of errors. They also need to decide how explicit indirect feedback should be based on the goals they want to achieved by providing feedback. Harmer stated that in order to avoid an overabundance of red ink,

⁴⁵Ferris, Treatment of Error in Second Language Student Writing, (Ann Arbor: University of Michigan Press. 2002), p.19.

⁴⁶Icy Lee, Error Correction in L2 Secondary writing Classrooms: The case of Hong Kong, Journal of Second Language Writing, 13, 2004, p. 286.

⁴⁷Ibid p.100

many teachers used correction symbols. These also have the advantage of encouraging students to think about what the mistake is, so that they can correct it themselves.⁴⁸

One of the main concerns with correction codes is that they are limited and cannot address all types of errors in students' writing. Despite of the advantages of the used of symbols, students need to be trained to understand what the symbols mean. They may not be able to recall the meaning of symbols while revising their work, which may make it difficult to re-draft adequately.

To make indirect feedback more effective, lee state that indirect feedback can be done by a symbol representing a specific kind of error (T=verb tense, Sp=spelling) and to reduce stand train the students confusion, teachers can consistently use a standard set of symbols or makings to indicate place and type of error and type of error and train the students in what kinds of corrections to make based on symbol. Furthermore, teachers should familiarize students with the system so they will not be surprised when new symbols are occurred.

F. Relevant study

There are several relevant research that have conducted by researcher. The first studied by Ahmad Furqon, entitle "the influence of Role, Audience, Format, and Topic (RAFT) Strategy on students' writing of descriptive" presented by Syarif Hidayatullah State Islamic University, Jakarta 2016. The result of t-test the hypothesis of this research in the significance degree (α) of 5% is $t_{\text{test}}(t_o) > t_{\text{table}}(t_i)$ or $(1.85 > 1.67)$. Thus, null hypothesis (H_o) was rejected and alternative hypothesis (H_1) was accepted. Therefore, it can be concluded that the formulation problem of this research was answered that RAFT strategy influences on the students' writing of descriptive text at the tenth grade students of SMAN 10 Kota tangerang selatan and the effect size value obtained in this research is 0.50 or 50% which is categorized into

⁴⁸Jeremy Harmer, op.cit, p. 111.

modest effect that means RAFT Strategy has modest on the students' writing of descriptive text at the tenth grade students of SMAN 10 tangerang selatan.⁴⁹

The last relevant studied by Dwi Sev Endriani, entitle "the effect of using RAFT (Role, Audience, Format, Topic) strategy toward students' ability in writing narrative text" presented by State Islamic university sultan syarif kasim, riau pekanbaru. Mean of students' ability in writing narrative text taught by using RAFT strategy is 73,85 categorized into good level. The students who pass the graduated standard 9SKL) is 32 (80%). Mean of students' ability in writing narrative text taught without using RAFT Strategy is 63.2 categorized into enough level. The students who pass the graduated standard (SKL) is 17 (42.5%). Based on the analysis of T-test formula. It can be seen t_0 is 78, it is higher than t-table either at level 5% = 2.65. it can be concluded that H_0 is rejected and H_a is accepted. It means that there is a significant difference between students' ability in writing narrative text taught by using RAFT Strategy and students' ability in writing narrative text taught without using RAFT Strategy. From the significant different mean between using RAFT Strategy (73,85) with using conventional (63.2) and it is also supported by the result of t-test that t_0 is higher than t-table either at level 5% or 1% ($2,65 < 3,30 > 2,00$), it shows that using RAFT Strategy has positive effect toward students' writing ability in narrative text.⁵⁰

G. Frame of Thinking

Based on the theories the researcher explained above, writing is one of skill in English, writing is one of tool to communicate is used by each people through written from.

⁴⁹ Ahmad Furqon, entitle "*the influence of Role, Audience, Format, and Topic (RAFT) Strategy on students' writing of descriptive*" presented by Syarif Hidayatullah State Islamic University, Jakarta 2016.

⁵⁰ Dwi Sev Endriani, entitle "*the effect of using RAFT (Role, Audience, Format, Topic) strategy toward students' ability in writing narrative text*" presented by State Islamic university sultan syarif kasim, riau pekanbaru.

Procedure text is text describing about the topic which can be a How to make drink, How to make food, How to make something.

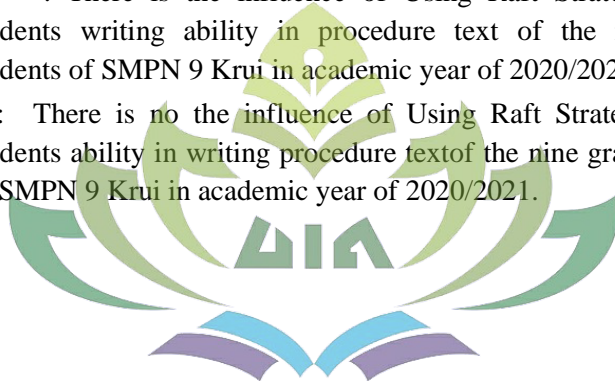
Teaching writing procedure text using RAFT strategy can make an active and fun classroom because RAFT is an interesting and fun teaching method that can improve students' interest and motivation. Based on the explanation above, the researcher thought that there was be significant on students' writing procedure text by using RAFT strategy.

I. Hypothesis

Based on the review of thingking above the researcher formulates the hypothesis as follow:

H_a : There is the influence of Using Raft Strategy toward students writing ability in procedure text of the nine grade students of SMPN 9 Krui in academic year of 2020/2021.

H_o : There is no the influence of Using Raft Strategy toward students ability in writing procedure textof the nine grade studens of SMPN 9 Krui in academic year of 2020/2021.



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